

Childminder report

Inspection date: 22 June 2022

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Older children show a good understanding of numbers. They confidently tell the childminder that when the numbers one, two, three and four are added together, they equal 10. Babies are offered activities that are planned by other children and the childminder. For example, they explore different textures when they put their hands in water and crushed cereal. Children's views and comments are valued, helping to create a culture of respect.

Children hear the childminder singing plenty of nursery rhymes. For example, when children find a spider in the garden, they hear a rhyme about spiders. When children rock on a see-saw, the childminder sings a rhyme about rocking on a boat. This helps to provide children with a language-rich environment to support their understanding and speaking skills. Parents say that their children sing the songs and rhymes at home.

Children show kindness to others. They ask their friends if they want to play with the same toy. Children are supported to understand how others may feel if they are unable to join their friends, for example when they play on large apparatus. When children listen to music, they listen and follow instructions. They are physically active when they move their bodies in different ways. For example, they spin around safely and freeze.

What does the early years setting do well and what does it need to do better?

- The childminder broadens children's experiences. She is aware that some children have fewer opportunities to develop their physical skills. Because of this, she gives children plenty of time to manage risks and complete tasks on their own. For example, younger children negotiate how to go up and down steps.
- Children are supported to learn skills in preparation for their move on to school. The childminder is aware that when children move on to school, they will have opportunities to learn Spanish. She encourages children to begin to learn this language in her setting. Older children show visitors how they can confidently count to five in Spanish. This helps them to learn about similarities and differences in different languages.
- The childminder provides experiences to help children to meet their self-care needs. Before children eat, she reminds them to wash their hands to promote good hand-hygiene routines. The childminder offers children a range of healthy foods to promote a healthy diet. She encourages them to drink water regularly to keep hydrated.
- The childminder completes training courses to help increase her knowledge of how to encourage children's speaking skills. For example, she repeats words children say if they say them incorrectly. This helps children to hear the correct

pronunciation of words. However, the childminder has not considered how further professional development will help her to build on and extend children's learning further.

- The childminder provides activities to encourage children to be creative. Children show good hand-eye coordination when they use jugs to pour coloured liquid into small bottles. They are keen to tell the childminder that they have mixed blue and yellow to make green. The childminder listens to children's comments and repeats these for other children to hear, helping them to also understand how colours can change when they are mixed together.
- The childminder encourages children to share. For example, when children push and pull large equipment in the garden, she asks them to take turns. When children use tools and equipment in their play, she reminds them to use them safely and sensibly. However, the childminder does not help children to understand why they need to do this, to help extend their knowledge further.
- Parents value the support they receive from the childminder to help develop their children's learning at home. The childminder talks to parents about how to support their children's understanding of numbers. For example, she suggests that parents ask children to look at and recognise numbers in the environment. The childminder shares photos and information with parents about their children's daily routines and activities they have enjoyed. This helps to provide consistency in supporting children's development.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good knowledge of the signs and symptoms of abuse and neglect. She is able to recognise if children are being drawn into terrorism or extreme beliefs. The childminder knows where to report concerns about children's welfare, to help keep them safe. The childminder supervises children well. She ensures that children only have access to resources that are suitable for their age and stage of development. This helps to promote their safety. The childminder has completed first-aid training. She has first-aid equipment in her home and when she takes children on outings. This helps her to have the knowledge and equipment to treat children in a medical emergency.

What does the setting need to do to improve?

To further improve the quality of the early years provision, the provider should:

- strengthen professional development to increase knowledge of how to extend children's learning even further
- support children to understand why they need to use tools and equipment safely in their play.

Setting details

Unique reference number	EY362344
Local authority	West Northamptonshire
Inspection number	10231764
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children at time of inspection	0 to 10
Total number of places	6
Number of children on roll	8
Date of previous inspection	30 September 2016

Information about this early years setting

The childminder registered in 2007 and lives in Duston, Northamptonshire. She operates all year round from 7.30am until 6pm, Monday to Friday, except for bank holidays and family holidays. She provides funded early education for two-, three- and four-year-old children. The childminder holds an appropriate level 3 qualification.

Information about this inspection

Inspector
Hayley Ruane

Inspection activities

- This was the first routine inspection the childminder received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the childminder and has taken that into account in their evaluation of the setting.
- The childminder and the inspector completed a learning walk and discussed how the curriculum supports children's learning.
- The inspector observed the quality of education during activities, indoors and outdoors, and assessed the impact this has on children's learning.
- Children spoke with the inspector during the inspection.
- The inspector carried out a joint evaluation of an activity with the childminder.
- The inspector held discussions with the childminder. She reviewed a sample of documentation and evidence of the suitability of persons living in the household.
- Feedback from parents was reviewed by the inspector, who took account of their views.

We carried out this inspection under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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